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ABSTRACT

Designed to facilitate the ongoing efforts of Oregon colleges and universities in preparing educational personnel for the development and conduct of career education activities, this document recommends guidelines for sex equity in teacher education programs. Following a brief review of the literature documenting sex bias in public schools, guidelines are presented in eight areas: (1) policies, (2) staffing, (3) scholarly activity, (4) instruction, (5) curriculum, (6) counseling, (7) institutional and interinstitutional leadership, and (8) community outreach. In addition, suggestions for the implementation strategies. Appended material includes three self-quizzes for teachers and teacher educators and a guide for student teaching. (LRA)

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SEX EQUITY GUIDELINES

FOR TEACHER EDUCATORS

A Project of the

Interinstitutional Consortium for Career Education
Marion Education Service District
3180 Center Street N.E.
Salem, Oregon 97301

EDITORS
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August, 1979

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

This document is the result of the generous and professional efforts of many persons. The contributions of these people and their agencies are gratefully acknowledged. Without them, these Sex Equity Guidelines for Teacher Educators would not be a reality. Their names appear on the inside of the back cover.

The purpose of the project is to facilitate the ongoing efforts of Oregon colleges and universities in preparing educational personnel for the development and conduct of career education activities. Sponsors of the Project are the State Department of Education, the seven Oregon colleges and universities that make up the State System of Higher Education, the eight independent colleges and universities of Oregon, and the Marion Education Service District.

The Interinstitutional Consortium for Career Education (ICCE) operates as the governing body of the project. ICCE representatives are from Oregon's public and independent institutions of higher education that prepare teachers, counselors and administrators.

The Sex Equity Task Force was formed to provide the input and direction for developing guidelines for teacher educators in addressing sex equity issues. This area was determined by the consortium representatives to be of prime important and needed to be addressed at each individual institution. The Task Force directed its efforts at providing teacher educators with a tool that can be used with their students and prospective teachers.

The Sex Equity Task Force met throughout the year of 1977-78 to draft the document and make revisions. In addition, this topic was addressed for two years at the ICCE Statewide Spring Conference with both forum and clinic speakers discussing sex equity. The guidelines were field tested in two of the higher education institutions during 1978-79. One public and one independent institution participated in the field trial. Those results and recommendations have been incorporated into this document.

Further information about the project will be provided upon request from the Project Director.

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RATIONALE

In recommending guidelines for sex equity in teacher education programs, the Sex Equity Guidelines Task Force does not wish to imply that all sex differences are imaginary, artificial, arbitrary, or unfair. Although we will not review the extensive literature on sex differences or the acquisition of sex roles, we wish to state at the outset that this literature does not support an excess of certainty. Clearly, pervasive and cross-cultural sex differences do exist, but their biological and social genesis is a complex phenomena not yet fully understood. Only by acknowledging the limits of our understanding can we make room for both "male" and "female" strengths to emerge in individual children. Only by admitting some uncertainty can we prepare the ground for a greater variety of possibilities and options. Some children may choose to cherish traditional sex roles; others may choose to modify or reverse the traditional roles; still others may choose to transcend the roles altogether, perhaps inventing a broader definition of "human." Whatever individuals choose, all will be richer for having the choice.

With this idea in mind, we present (1) a brief review of the literature documenting sex bias in public schools; (2) guidelines for alleviating sex bias in teacher education programs; and (3) some suggestions for implementing these guidelines.

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REVIEW OF LITERATURE

All children--girls and boys alike--are the victims of pervasive sex bias in public schools. Sex bias (sometimes subtle, sometimes not) can often be found in curricular materials, student/teacher interaction, standardized tests, instructional procedures, counseling, staff patterns, and extracurricular activities.

More than a dozen recent studies have found sex bias in curricular materials for all age levels and a variety of subjects, including reading, literature, math, history, social science, and physical sciences (cited in Lockheed and Ekstrom, 1977). Martha Matthews of the National Center on Sex Roles in Education has categorized sex bias as follows:

(1) invisibility--the underrepresentation or omission of one sex, such as the extreme scarcity of female main characters consistently found in studies of textbooks in all subject areas (Sarria, et al, 1973; Pottker and Fishel, 1977). Similarly, men are often invisible in their roles as caretakers of children.

(2) stereotyping--assignments of traditional roles or attributes to one sex, such as science and math textbooks showing men in 10 to 40 times more occupations than women (Kaser, et al, 1977), or reading textbooks showing boys as more aggressive, problem-solving, brave, clever, and physically active than girls (McFeatters, 1973; Sarrio, et al, 1973). Boys whose image of success is Daniel Boone and girls whose image of success is Mother are equally ill-prepared for the challenge of normal living.

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(3) imbalance/selectivity--presentation of only one interpretation of an issue, situation, or group of people. For example, most textbooks tersely report that women were "given the vote" without providing details about the suffrage movement; one text actually devotes more space to the length of skirts than to all the agitation for women's rights (Trecker, 1971).

(4) unreality--inaccurate portrayal of history and contemporary life experiences, such as textbooks showing only two-parent families.

(5) fragmentation/isolation--separation of issues related to one sex from main body of text, such as literature anthology that devotes a single chapter to "Notable Women Writers", suggesting that women's contributions are relatively minor, few, and/or tangential.

(6) linguistic bias--use of masculine generic pronouns, use of "man" to denote both sexes, lack of parallel terms, certain word orders, such as "boys and girls", sex labeling of certain occupations, etc. Research indicates that students respond to such linguistic bias; for example, most students believe terms such as "Cro-Magnon Man" literally exclude women (Harrison, 1975).

Invisibility, stereotyping, and linguistic bias are also prevalent in major standardized achievement tests (Donlon; Tittle, et al, 1974, and Lockheed-Katz, 1974). Moreover, underrepresentation of women occurs in audio-visual materials: a recent review of 88 educational films revealed 81 male subjects and only seven female subjects (Kaser, et al, 1977). Clearly, both boys and girls can acquire narrow, and often distorted, views of themselves and society through such sex-biased curricular materials and tests.

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Likewise, both boys and girls are limited by common instructional procedures. Some teachers demonstrate linguistic bias in their own speech, underrepresent one sex in bulletin board displays, ask girls and boys to help with different sorts of tasks, use gratuitous sex segregation (e.g., in lining up students) and sometimes express different expectations for boys and girls (Kaser, et al, 1977).

Brophy and Good (1970) report a variety of teacher-student interaction differences depending on the sex of the student. For example, many teachers tend to give boys more attention than girls; directing toward the boys more disapproval and blame, but also more specific praise, approval, questions and responses to ideas (Felsenthal, 1970); Sears and Feldman, 1966; Serbin, et al, 1973). The reasons for reprimands also vary, with boys being most often reprimanded for breaking rules and girls being reproached for lack of skills or knowledge (Sears and Feldman, 1966).

Some of this discrepancy may be elicited by differing behaviors that girls and boys bring into the classroom. For example, both Katz (1972) and Brophy and Good (1970) report greater initiation and activity on the part of girls than boys. However, Felsenthal (1970) indicates that even when girls do volunteer more often than boys, they are called upon less often. Also, although teachers tend to reward boys for some traditionally feminine behaviors and to penalize them for some traditionally masculine behaviors (Sexton, 1965, 1969), we have noted no studies in which teachers encouraged non-stereotyped behaviors in girls.

Most elementary students of both sexes recognize that boys receive more disapproval than girls, although the difference in other kinds of attention tends to be less accurately perceived (Sears and Feldman, 1966). Likewise, at the secondary level, many students believe that girls are disciplined more leniently than boys (Gander, 1973).

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Both girls and boys tend to more often identify school objects (e.g., blackboard) as feminine than masculine (Kagan, 1964). It is not surprising, then, that girls are more likely than boys to like school and to be concerned with achievement (Macoby and Jacklin, 1974). Boys' relatively unfavorable attitudes toward school persist into adolescence when they are more likely than girls to drop out of school or to skip school (Sexton, 1969).

At the onset of puberty, young men and women also develop more definite beliefs that certain subject areas are more appropriate for one sex than the other. This distinction is often reinforced not just by curricular materials, but also by teacher attitudes and even segregation of certain classes (Kaser, et all, 1977).

However, in all subjects through elementary schools, girls get better grades than boys. Even in junior high and high school, girls do continue to get better grade point averages than boys, although the boys begin to surpass the girls in a few subjects, primarily math. The lower grades of boys cannot be accounted for by differences in intelligence or achievement; standardized tests reveal no significant difference between sexes (McCandless, et al, 1974). The sex role stereotyping of certain subjects may very well contribute to the different achievement levels of boys and girls.

In addition to having lower grades, boys are twice as likely as girls to fail in secondary schools (Sexton, 1969), and three to ten times as likely to be identified as suffering from various learning and behavior disorders (Bentzen, 1966). Boys are, therefore, much more likely to be tracked into special classes or programs for remedial reading (Bentzen, 1966), mental retardation (Prillman, 1975), learning disabilities, and emotional/behavioral problems.

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It is worth noting here that most special or compensatory programs address problems more common to boys than girls. For example, there are not as many special programs addressing visual/spatial relations and math as there are addressing reading problems.

However, at least in elementary schools, boys' problems are admittedly more numerous and dramatic. Certainly these problems cannot be neatly explained by sex-role stereotyping or sex discrimination. However, the problems may well be compounded by sex bias in the classroom.

The immediate impact of sex-role stereotyping upon girls is not obviously negative as the impact upon boys. The girls' greater neatness, docility, orderliness, cooperation, and quietness apparently conform better to classroom norms. However, girls who develop these sex-typed traits at the expense of others will eventually suffer in situations (such as the workplace) where the neglected traits may bring greater rewards.

Students' preparation for the workplace is no doubt influenced by their own internalization of sex-role stereotypes. As early as age five, children have definite ideas about which occupations are appropriate for which sex (Dornbush, 1968). By the time students reach high school, they tend to ask counselors only about those career options generally seen as appropriate for their own sex (Kaser, et al, 1977). Most counselors report that--if asked--they provide students of both sexes with the same information about career options (Kaser, et al, 1977). Most counselors also report generally favorable (although somewhat ambiguous) attitudes toward working women (Bingham and House, 1973). However, counselors generally discourage women from aspiring to "masculine" occupations (Pietrofesa and Schlossberg, 1970) and are often misinformed about women's actual experiences in the workplace (Bingham and House, 1973). Further-

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more, many career counseling materials and interest tests are sex biased (Tittle, et al, 1974).

Students' career choices may also be influenced by the inequitable distribution of power, authority, and function among school personnel (Lockheed and Ekstrom, 1977). Certain c[illegible] are taught by more teachers of one sex than another, that elementary teachers and secretaries are generally women, while administrators (especially "line" administrators) are generally men (Fishel and Pottker, 1974).

At the secondary level, inequities in vocational education are especially blatant. Women (both as students and teachers) are concentrated in such areas as clerical and home economics courses. Men (both students and teachers) are more evenly distributed throughout the various courses, but are most highly concentrated in courses relating to trades and industry (Roby, 1976). This sex segregation ensures that girls acquire less marketable skills than boys (Michaelson and Rice, 1974; McCune, 1974). Also fields of study that are predominantly female may receive fewer resources than those that are predominantly male. For example, very little of the 40 million federal dollars appropriated for vocational education in 1974 was "devoted to projects directly related to the needs of women" (Roby, 1976). This is changing, however. The Vocational Amendments of 1976 have required that all states address the issue of sex-role stereotyping in vocational education.

Most sex inequities in resource allocation are now prohibited by Title IX. Title IX requires schools to take steps to eliminate sex discrimination in courses and in extracurricular activities, housing and facilities, counseling, benefits, financial aid and rules (including rules of appearance). However, equal spending on girls' and boys' sports is not required by Title IX. As recently as 1973 (after passage of Title IX), several local surveys

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indicated that boys receive up to a hundred dollars for every one dollar spent on girls' sports (Fishel and Pottker, 1977: 101). A nation-wide survey (National Federation of State High School Associations, 1973) has found more than five times as many boys as girls on all interscholastic high school teams.

Title IX regulations allow girls to play on boys' teams when they can match the boys in skills and when no girls' team is available. However, girls are excluded from participating with boys in games defined as contact sports--a category that includes football, soccer, and basketball. Some schools may, therefore, attempt to circumvent Title IX by offering only contact sports in their PE curriculums or in their extracurricular athletics programs.

Even when explicit sex restrictions are lifted from all courses and extra-curricular activities, sex segregation often persists. Both students and teachers may still be influenced by years of socialization and sex segregation. One study (Kaser, et al, 1977) suggests that many girls and boys--probably the majority--experience extracurricular activities only in single sex groups. In order to consider new options, students must be informed, encouraged, exposed to different role models and given remedial help as necessary. But such support for the spirit of Title IX is not yet common.

The most common experience of boys and girls in our public schools still reinforces sex-role stereotypes. Students of both sexes learn to curtail their own hopes, capabilities, feelings, perceptions, behaviors, and options. They learn to impose these limitations on others. If they are boys, they are more likely than girls to become acquainted with rejection, alienation, and under-achievement. If they are girls, they are more likely to learn how to be "nice",

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how to sweetly accept obscurity and many other social realities--ultimately including less income and power than men. Students of both sexes learn to thwart their own creativity--a potential that apparently blooms brightest in those individuals who develop traits commonly attributed to the opposite sex as well as to their own (Macoby and Jacklin, 1974).

The tragedy of sex bias has much in common with discrimination on the basis of race, age, class, creed, nationality, and handicap. As with all forms of bias, sex bias only appears to benefit one group at the expense of another. Ultimately, everyone loses a bit of their human potential.

GUIDELINES

It is understood that teacher educators cannot be held responsible for all that goes on in schools. However, teacher education programs are important areas for developing future educators. Certainly teacher educators can help future teachers to become aware of their sex bias and the subsequent effects on students. Furthermore, teacher educators throughout Oregon can help to eliminate many potential problems by insisting that their own programs model sex equity in the following ways:

I. Policies

A. The stated objectives of the teacher education program explicity reflect concern with the impact of sex-role stereotyping upon prospective teachers, and through them, upon elementary and secondary schools.

II. Staffing

A. Teacher education units comply with the spirit of Title VII and Title IX in their own staffing practices and model sex equity in recruiting of staff, hiring, promotion, leaves, tenures, benefits, and salaries.

B. The teacher education unit reviews its staff assignments for evidence of sex segregation and, if any such evidence is found, acts to correct the problem.

III. Scholarly Activity

A. Teacher educators are familiar with research about sex differences and sex bias.

B. The teacher education unit recognizes research about sex roles to be a legitimate scholarly pursuit and encourages its faculty to engage in such research.

IV. Instruction

A. Teacher educators model sex fairness in their own classroom practices.

B. The teacher education unit requires students to demonstrate competencies in sex equity. It provides students with the opportunities and resources to develop such competencies.

V. Curriculum

A. Content related to sex roles and sex bias is included throughout the teacher education program's curriculum.

B. In accordance with Oregon Law (ORS 659.150), one criteria for selection of curriculum materials is lack of sex bias. All curriculum materials utilized in the teacher education programs are regularly reviewed for sex bias. If bias is identified, alternative materials are substituted, supplementary materials are introduced, and/or the bias is called to students' attention.

C. The teacher education program informs prospective teachers about curricular materials and other resources that can be used to help elementary and secondary students understand issues related to sex bias.

V. Counseling

A. In their roles as student counselors, advisors, teacher educators challenge sex-role stereotypes that limit students' life options

VII. Institutional and Interinstitutional Leadership

A. The teacher education unit initiates cooperation with other departments and programs on campus to develop a coherent, interdisciplinary plan for alleviating sex bias in all courses.

B. The teacher education unit initiates cooperation with the local school district(s) to provide preservice and inservice training that prepares teachers to recognize, analyze, and alleviate sex bias.

VIII. Community Outreach

A. The teacher education unit involves community members and parents in its efforts to examine and alleviate sex bias.

SUGGESTIONS FOR IMPLEMENTATION

The preceding guidelines can be shared by all teacher education units and/or individual instructors who are committed to sex equity. The guidelines can also be adopted by all institutions committed to ending discrimination on the basis of age, race, creed, handicap, sexual orientation, class, and nationality.

However, plans for implementing the guidelines will no doubt vary from institution to institution. The suggestions listed below do not, therefore, represent a step-by-step plan for achieving sex equity. They are simply presented as options for teacher educators who may not be sure "where to start" or--having started--now ask "what's next?"

A mini-list of resources (Appendix A) is also provided to help teacher educators begin implementing guidelines to sex equity.

I. Policies

A. If the teacher education unit's "mission statement" does not already include an explicit commitment to sex equity, it shall be amended to include such a commitment.

B. Stated objectives that are submitted to the Teacher Standards and Practices Commission for the teacher certification program shall reflect a commitment to sex equity.

C. The teacher education unit shall require that each of its courses (e.g., methods) demonstrate a commitment to sex equity.

II. Staffing

A. A designated individual or group shall be responsible for investigating the teacher education unit's recruiting of staff, hiring and granting promotions, leaves, tenures, benefits, salaries, and opportunities for professional development (e.g., teaching graduate courses or implementing innovative ideas). If evidence of sex bias is found, the same designated individual or group shall propose to the teacher education unit a specific plan for achieving sex equity and for monitoring the unit's progress toward that end.

B. Staff shall be assigned in such a way as to balance representation of both sexes in teaching all subjects, especially those that have traditionally been seen as having more appeal for one sex than the other.

C. Efforts shall be made to assure equal representation of both sexes in the governance of teacher education units.

D. Evaluation criteria for the faculty of the teacher education unit shall reflect a commitment to sex equity.

III. Scholarly Activity

A. The teacher education unit shall demonstrate its respect for research about sex roles by taking such research into consideration when granting tenure, promotions, and leaves.

B. The teacher education unit shall disseminate research about sex differences and sex bias, not only to its own faculty but also to the faculties of other departments on campus.

IV. Instruction

A. Students shall be required to demonstrate competencies in sex equity, such as ability to write a sex-fair sample curricula. Also, supervision of student teachers shall include feedback (perhaps videotaped) about the sex fairness of the student teachers' classroom practices. For example, the student teacher might receive feedback about linguistic bias, sex segregation of certain activities, underrepresentation of one sex in visual displays, or sex bias in discipline, questioning strategies and discussions.

B. The teacher education unit shall provide staff development opportunities so that its faculty members can recognize, model, and explain sex-fair instructional procedures.

C. The teacher education unit shall distribute a checklist that can be used by faculty to evaluate the sex fairness of their students and their own instructional practices. (See Appendix B for three sample checklists.)

V. Curriculum

A. The teacher education unit shall provide staff development opportunities enabling faculty to better organize, analyze, and remedy sex bias in their own curriculum.

B. Course outlines shall be reviewed to ensure that content related to sex differences, sex bias, is included in all teacher training courses where it is appropriate.

C. The teacher education unit shall develop a center for non-sexist materials, available for use by prospective teachers, practicing public school teachers, teacher educators, and

the faculties of other university departments. Some system for interinstitutional sharing of resources shall be developed.

VI. Counseling

A. During individual counseling and advising sessions, teacher educators shall challenge the expectation that men and women will teach at different levels and that men, not women, will move on to educational administration. Teacher educators shall also cooperate with their institution's career counseling department to encourage the consistent challenging of sex-role stereotypes and a better understanding of the multiple life roles now expected of both sexes.

VII. Institutional and Interinstitutional

A. Faculty and administrators of the teacher education unit shall meet to discuss how they might initiate institutional and interinstitutional cooperation in alleviating sex bias. For example, the teacher education unit might invite faculty from other departments to attend inservice activities about sex equity.

B. A designated person or group shall assume responsibility for initiating cooperation. (This may fall within the scope of responsibilities already assigned to someone such as an affirmative action officer or the individual in charge of planning inservice programs with the local school districts).

C. The teacher education unit shall take leadership in encouraging its institutions to provide supportive services (e.g., childcare) needed by both sexes to change traditional roles and/or to embrace new multiple roles.

VIII. Community Outreach

A. Involvement of parents and other community members might be accomplished by inviting representatives of such groups to participate in Task Force charged with examining the problem of sex bias in schools and suggesting ways that the teacher education unit might alleviate the problem. Another way to involve community members and parents might be to invite them to inservice events, especially any organized in cooperation with local school districts.

SEX EQUITY GUIDELINES WORKSHEETS

The worksheets are meant to provide a starting point and allow for institutional variation in accomplishing suggested implementation strategies and to facilitate efforts of individuals working on this endeavor.

CATEGORY: I. Policies

Guidelines	Implementation Suggestions	Sample Procedural Checklist		Notes/Comments
A. The stated objectives of teacher education programs explicitly reflect concern with the impact of sex-role stereotyping upon prospective teachers, and through them, upon elementary and secondary schools.	1. If the teacher education unit's "mission statement" does not already include an explicit commitment to sex equity, it shall be amended to include such a commitment.	a. All teacher education staff review the mission statement as part of the initial phase of the field trial. (See Appendix C for example.)		
		b. If mission statement does not address sex equity, an agenda item should be included on the departmental meeting to address this.		
	2. Stated objectives that are submitted to the Teacher Standards and Practices Commission for the teacher certification program shall reflect a commitment to sex equity.	a. If the stated objectives do not reflect a commitment to sex equity, then staff should be involved in adding these or revising existing objectives.		
	3. The teacher education unit shall require that each of its courses demonstrate a commitment to sex equity.	a. Department heads or designated representative(s) need to check all course outlines to determine if and how sex equity is reflected in the course.		
		b. Should some courses not address sex equity, assistance can be obtained through staff, ICCE, Oregon Department of Education specialist, or Northwest Regional Educational Laboratory to incorporate sex equity into the course program.		

CATEGORY: II. Staffing

Guidelines	Implementation Suggestions	Sample Procedural Checklist		Notes/Comments
A. Teacher education units comply with the spirit of Title VI and Title IX in their own staffing practices and model sex equity in recruiting of staff, hiring, promotion, leaves, tenure, benefits, and salaries.	1. A designated individual or group shall be responsible for investigating the teacher education unit's recruiting of staff, hiring and granting promotions, leaves, tenures, benefits, salaries, and opportunities for professional development. If evidence of sex bias is found, the same designated individual or group shall propose to the teacher education unit a specific plan for achieving sex equity and for monitoring the unit's progress toward that end.	a. The designated group or individual needs to contact the Affirmative Action Officer to obtain the information listed. b. Affirmative Action Officer shall work with this group and staff to work out any problems if any are found.		
B. The teacher education unit reviews its staff assignments for evidence of sex segregation and, if any such evidence is found, acts to correct the problem.	1. Staff shall be assigned in such a way as to balance representation of both sexes in teaching all subjects, especially those that have traditionally been seen as having more appeal for one sex than the other.	a. Analyze staffing patterns and address the issue as openings arise as to the qualifications and sexual representation of applicants.		
	2. Efforts shall be made to assure equal representation of both sexes in the governance of teacher education units.	a. Analyze the positions listed below to see what representation exists and keep in mind with future openings: deans, department heads, and coordinators/directors.		
	3. Evaluation criteria for the faculty of the teacher education unit shall reflect a commitment to sex equity.	a. The evaluation criteria shall be applied to all staff.		

CATEGORY: III. Scholarly Activity

Guidelines	Implementation Suggestions	Sample Procedural Checklist		Notes/Comments
A. Teacher educators are familiar with research about sex differences and sex bias.	1. The teacher education unit shall disseminate research about sex differences and sex bias, not only to its own faculty and classes, but also to the faculties of other departments on campus.	a. Research findings should be shared by a routing system or the method normally utilized to inform staff of new materials regarding sex equity.		
B. The teacher education unit recognizes research about sex roles to be legitimate scholarly pursuit and encourages its faculty to engage in such research.	1. The teacher education unit shall demonstrate its respect for research about sex roles by taking such research into consideration when granting tenure, promotions, and leaves.	a. Apply as suggested.		

CATEGORY: IV. Instruction

Guidelines	Implementation Suggestions	Sample Procedural Checklist		Notes/Comments
A. Teacher educators model sex fairness in their own classroom practices.	1. The teacher education unit shall provide staff development opportunities so that its faculty members can understand, recognize, model, and explain sex-fair instructional procedures.	a. These opportunities shall be provided through: --faculty retreats --workshops --faculty workshops --ICCE spring conference --ODE training b. See Appendix B		
B. The teacher education unit requires students to demonstrate competencies in sex equity. It provides students with the opportunities and resources to develop such competencies.	1. Students shall be required to demonstrate competencies in sex equity, such as ability to write a sex-fair sample curriculum. Also, supervision of student teachers shall include feedback about the sex fairness of the student teachers' classroom practices.	a. The student teacher might receive feedback about linguistic bias, sex segregation of certain activities, underrepresentation of one sex in visual displays, or sex bias in discipline, questioning strategies and discussions. b. The items noted above shall be included on the student teaching evaluation form.		
	2. The teacher education unit shall distribute a checklist that can be used by faculty to evaluate the sex fairness of their students and their own instructional practices.	a. See Appendix D.		

CATEGORY: V. Curriculum

Guidelines	Implementation Suggestions	Sample Procedural Checklist		Notes/Comments
A. Content related to sex-role stereotyping and sex bias is included throughout the teacher education program's curriculum	1. The teacher education unit shall provide staff development opportunities enabling faculty to recognize, analyze, and remedy sex bias and sex stereotyping in their own curriculum.	a. See Instruction (VI) A. 1. a.		
B. In accordance with Oregon law, one criteria for selection of curriculum materials is lack of sex bias. All curriculum materials utilized in the teacher education programs are regularly reviewed for sex bias and sex-role stereotyping. If bias is identified, alternative materials are substituted, supplementary materials are introduced, and/or the bias is called to student's attention.	1. Course outlines shall be reviewed to ensure that content related to sex bias and sex stereotyping is included in all teacher training courses where it is appropriate.			

CATEGORY: V. Curriculum (continued)

Guidelines	Implementation Suggestions	Sample Procedural Checklist		Notes/Comments
C. The teacher education program informs prospective teachers and faculty about curricular materials and other resources that can be used to help elementary and secondary students understand issues related to sex bias.	1. The teacher education unit shall develop a center for non-sexist materials available for use by prospective teachers, practicing public school teachers, teacher educators, and the faculties of other university departments. Some system for interinstitutional sharing of resources shall be developed.	a. See Appendix E for resources.		

CATEGORY: VI. Counseling

Guidelines	Implementation Suggestions	Sample Procedural Checklist		Notes/Comments
A. In their roles as student counselors, advisors, teacher educators challenge sex-role stereotypes that limit students' life options.	1. During individual counseling and advising sessions, teacher educators shall challenge the expectation that men and women will teach at different levels, and that men, not women, will move on to educational administration. Teacher educators shall also cooperate with their institution's career counseling department to encourage the consistent challenging of sex-role stereotypes and a better understanding of the multiple life roles now expected of both sexes.	a. An accountability system should be developed to indicate the counseling done. b. See Appendix B		

CATEGORY: VII. Institutional and Interinstitutional Leadership

Guidelines	Implementation Suggestions	Sample Procedural Checklist		Notes/Comments
A. The teacher education unit initiates cooperation with other departments and programs on campus to develop a coherent, interdisciplinary plan for alleviating sex bias in all courses.	1. Faculty and administrators of the teacher education unit shall meet to discuss how they might initiate institutional and interinstitutional cooperation in alleviating sex bias.	a. The teacher education unit might invite faculty from other departments to attend inservice activities about sex equity.		
B. The teacher education unit initiates cooperation with the local school district(s) to provide preservice and inservice training that prepares teachers to recognize, analyze, and alleviate sex bias.	1. A designated person or group shall assume responsibility for initiating cooperation. (This may fall within the scope of responsibilities already assigned to someone such as an Affirmative Action Officer or the individual in programs with the local school districts.)	a. A consortium effort may be advisable to strengthen university and local cooperation. b. Design and teach inservice courses for local schools.		
	2. The teacher education unit shall take leadership in encouraging its institutions to provide supportive services needed by both sexes to change traditional roles and/or to embrace new multiple roles.	a. Teacher education units should assist in identifying supporting services available to school districts on sex equity.		

CATEGORY: VIII. Community Outreach

Guidelines	Implementation Suggestions	Sample Procedural Checklist		Notes/Comments
A. The teacher education unit in consort with LEA's involves community members and parents in its efforts to examine and alleviate sex bias.	1. Involvement of parents and other community members might be accomplished by inviting representatives of such groups to participate in task force charged with examining the problem of sex bias in schools and suggesting ways that the teacher edycation unit might alleviate the problem.	a. Invite community members and parents to inservice events, especially any organized in cooperation with local school districts. b. Refer to An Equal Chance--A Parent's Introduction (US Govt. Printing Office) to address concerns of parents in working with them.		

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APPENDIX

APPENDIX A
Selected Resources

Guidelines for Non-Sexist Language in APA Journals. Publication Manual, Change sheet 2, APA Publication Manual Task Force. June, 1977, pp. 487-494.

Education Development Center (EDC) offers a dozen films about women's roles, women's work, and women in other cultures. The films' lengths range from eight minutes to thirty-six minutes; their rental charge ranges from $10 to $30. Of special interest are two films developed by EDC as part of a one-semester high school curriculum on "The Role of Women in American Society."

The Feminist Press publishes biographies, reprints of important works by women, bibliographies and illustrated non-sexist books for children. The Press also publishes a very useful "Women Studies Newsletter," guides to non-sexist curricular materials and a wide variety of its own curricular materials. For free publications list, write Box 334, Old Westbury, NY 11568.

General Assistance Center (GAC) provides a wealth of free resources and services, including checklists for evaluating sex bias in interactions and in textbooks. Write GAC, P.O. Box 751, Portland State University, Portland, Oregon 97207.

Guidelines to Ensure Sex Fairness in Education Division Communications and Products by Women on Words and Images, Inc. An excellent packet of guidelines and checklists that can be used to evaluate sex bias in speech, textbooks, audiovisual materials and graphics. Available from National Advisory Council on Women's Educational Programs, 1832 M Street N.W., Washington, D.C. 20036.

Haller, Elizabeth. Images of Women: A Bibliography of Feminist Materials and New Perspectives: A Bibliography of Racial Ethnic and Feminist Resources. Both of these superb resource guides are available from Elizabeth Haller, Bureau of Curriculum Services, Department of Education, Box 911, Harrisburg, PA 17126. These guides will refer you to not only recommended readings for elementary and secondary students, but also to audiovisual resources, curriculum kits, and organizations. If you order nothing else, order these two resource guides.

List of Games about Sexism, Sex-Role Stereotyping, and Related Women's Issues is an excellent guide to twenty-five games. Almost all of the games listed are unevaluated, but basic information is provided about developers, cost, time, rules, and number of players. Available for $1 from the University of Michigan Extension Service, 412 Maynard Street, Ann Arbor, Michigan 48109. (Checks should be made out to "University of Michigan.")

National Resource Center on Sex Roles in Education offers a variety of useful resources and can direct you to sources of still others. The address is 1156 Fifteenth Street N.W., Washington, D.C. 20005.

New Day Films is a group of independent film-makers who cooperatively distribute 16mm films about changing sex roles. From Betty Tells Her Story to Anything You Want to Be, each of the films distributed by New Day can be used as teaching tools. The films' lengths range from five to fifty minutes, and the rental prices from $15 to $60. For a catalog, write P.O. Box 315, Franklin Lakes, NJ 07417.

APPENDIX B
SELF-QUIZZES FOR TEACHERS AND TEACHER EDUCATORS

Quiz #1

Here are some questions that you can ask practicing teachers

1. Are you aware of the school district policy relative to Equal Educational Opportunity?

2. Are you aware of any district or school data or studies which show enrollment patterns (Male/Female student enrollment by classes/programs)?

3. Does the title of your class/program, or the description in the curriculum or forecast materials, by the very words used, inhibit one sex or the other from enrolling?

4. Have your instructional materials undergone evaluation as to sex bias and the use of sexist language?

5. When sexist materials are found, have you provided alternative materials which balance instruction?

6. Does your advisory committee include members of both sexes? (proportional to population/workforce)

7. Are the criteria for the assignment to classes, graduation the same for both sexes?

8. If the enrollment in your course is 80% or better of one sex, have you examined the following:

   a. your attitude toward teaching the opposite sex?
   b. possibility of your inadvertent use of sexist language?
   c. biased counseling?

9. Is the course content, grading, "hands-on" activities, etc., the same for both sexes?

10. Are all of the classes conducted on a coeducational basis?

QUIZ #2 A Self-Quiz for Teachers on Sexism

THE KEY TO DEALING WITH SEXISM IN THE CLASSROOM IS AWARENESS

Start with yourself	YES	NO	?
Have you taken time to think through your views on sexism?	___	___	___
Have you read any of the literature available on women's rights?	___	___	___
Has the issue of sexism ever been raised in your classroom?	___	___	___
Have you found the opportunity to raise it?	___	___	___
Do you encourage/tolerate behavior in boys you would not in girls?	___	___	___
Do you expect different behavior from girls than boys?	___	___	___
Do you think of, or refer to, only girls as "sweet, helpful, gentle, neat, passive, dainty, emotional, not strong;" and do you think of, and refer to, only boys as "strong, aggressive, active, athletic, bad, clumsy, creative, intellectual, and brave" (mustn't cry/show emotion)?	___	___	___
Look at your classroom activities			
Have you ever organized activities in your room along "this-is-for-boys, this-is-for-girls" lines?	___	___	___
If so, was the sex distinction really justified?	___	___	___
In class, do the boys carry the books and operate the projectors, while girls dust furniture and water plants?	___	___	___
When you have designated class leaders, or assigned class responsibilities, have those chosen been all the same sex?	___	___	___
Look carefully at the books used in your classroom			
Do you see any sex biases?	___	___	___
Do the books present men and women in stereotyped roles?	___	___	___
Do the illustrations present sex-biased roles?	___	___	___
Have you made a conscious effort to bring non-sexist books into your room?	___	___	___
Look at the school around you			
Have you ever pointed out a sexist bias to a fellow teacher?	___	___	___
If the circumstance arose, would you?	___	___	___

	YES	NO	?
Is it customary to divide the students by sex for everyday activities (going to lunch, recess, bus, etc.)?	___	___	___
In sports, are girls given short shifts--the smaller baseball diamond or basketball court, the worn-out equipment, less instruction time, less locker space, fewer teachers, etc.	___	___	___
Do women hold administrative positions in numbers proportionate to women teachers?	___	___	___
Are women promoted as quickly as men?	___	___	___
Are women's salaries comparable to men's?	___	___	___
Does your school have a male nurse?	___	___	___
Does your building have a woman janitor?	___	___	___
Do you have a man librarian or woman principal?	___	___	___
Is counseling, especially career, equally available to girls and boys?	___	___	___

Talk to your students

See if they can find instances in their texts where mother or sister is shown to be helpless.	___	___	___
Do you ask if their mothers really are helpless?	___	___	___
Do you ask them to find instances where mother is a problem-solver?	___	___	___
Do you ask them how many of their mothers work outside the home and what they do?	___	___	___
Do you ask them to talk about the jobs adults can hold?	___	___	___
Do you encourage them to aspire to jobs which are not roles imposed by others, but are commensurate with their abilities and interests--perhaps resulting in women doctors or male librarians or homemakers?	___	___	___

SCORING: How did you do? These questions point out sexist attitudes. We all suffer from them. It is important that we are aware of our prejudices and try to overcome them.

KEEP THIS CHECKLIST AS A REMINDER: SEE HOW YOU PROGRESS!

Adapted from Oregon Council for Women's Equality.

Quiz #3

HOW SEXIST AM I AS A COUNSELOR?
or TEACHER?

Do I generally praise a male student only for being big and strong?

Do I pity girls who are unable or unwilling to be "fashionable?"

Do I react by drawing attention to boys with long hair?

Do I ever say, "Little girls should wear dresses. They should look like girls."?

Do I ask girls to do the housework-type tasks and the boys to do the executive duties or heavy work?

Do I pity boys who are unable or unwilling to engage in competitive sports or do I call special attention to those who are athletic?

Do I ever say about a girl, "She acts so boyish!"?

Do I find myself taking a different tone of voice with a boy than a girl?

Do I ever discourage a girl from being into a career in which there are few women?

Do I ever tease a boy for being "sissy"?

Do I notice when there are more sports activities for boys than for girls?

Do I react when I find that there are limited activities for boys in art, drama, and dance?

Do I segregate boys and girls for any activity? (except dressing for gym, etc.)

Do I ever say "Now boys and girls (or fellow and gals)"?

Do my plans include more exciting role models for boys than for girls?

Do I use slang terms such as fag, tomboy, chick, etc.?

Do I expect girls to do the decorating at a party?

Do I expect the boys to run the active games at a party?

Do I really believe that today a girl's first priority is to plan for marriage and childbearing? (Girls live to be 74 years of age and will need to plan for over 50 years of life which will not be filled with childbearing and childrearing.)

Do I find myself encouraging more boys to go to college than girls?

When a girl says that she isn't very good in math, do I reply, "Most girls aren't."?

Do I tend to discipline girls more leniently rather than boys?

Do I counsel a young pregnant high school woman to go to special classes outside of the regular school program when it is really her choice by law?

Do I ever counsel the young man who has cooperated in getting a young woman pregnant?

Do I ever encourage a young high school woman or even a younger girl to find stories and accounts about her story which are not in the history class?

Do I discuss the selective service system with young high school men and open up options, or do I say, "Fighting wars has always been a man's job."?

Do I ever say, "Being the head of the family is a father's responsibility."?

Do I really believe there is such a thing as a distinct male image? (Try writing a paragraph stating what you think is a "male image", but do not put anything into it that could also apply to a female. Think about it.)

ETC. . . . . List others that perpetuate sex-role stereotyping.

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PORTLAND STATE UNIVERSITY
School of Education

APPENDIX C

Mission Statement

The School of Education at Portland State University promotes the development of educational programs adequate for, and responsive to, the changing conditions of a modern urban society. The School commits itself to innovative approaches in the preparation of teachers and other professional personnel.

The School services the educational needs of the state's largest metropolitan center and, in specialty program areas, the needs of the entire state.

The faculty of the School shares the belief that teaching is a profession and that teacher education represents the preparation arm of that profession. In collaboration with the teaching profession, state and local government agencies, and other units of the University, the faculty seeks to:

Service

1. Prepare well-qualified personnel for service in educational systems and agencies through comprehensive pre-service, inservice, advanced degree and specialty area certificate program.
2. Enhance the capacity of the teaching profession to provide equal educational opportunity for all segments of the culture.
3. Include in preparation programs, competency outcomes that are appropriate to program areas such as human relations skills, multicultural education, career education, environmental education, interdisciplinary education, and mainstreaming.
4. Acquaint its students with various cultural subgroups that characterize the School's area of influence.
5. Utilize the inner city environment as a learning laboratory. The prospective student should anticipate the opportunity to work with learners in a wide variety of educational settings including the inner city.
6. Utilize competency outcomes in program planning as a means to individualize and accommodate diverse learning styles.

Collaborative Leadership

1. Exemplify in its own programs the practices and behaviors which it explicates and advocates.
2. Provide leadership and expertise in collaborative efforts with schools and other educational agencies to solve educational problems and to disseminate effective educational practices.
3. Serve in the traditional role of the University as the responsible critic and advocate of the teaching profession and of the educational institutions and agencies which provide educational services to the public.
4. Incorporate mainstreaming concepts into all program areas.
5. Utilize as its campus the greater Portland metropolitan area.
6. Develop preparation programs which utilize practicing educational personnel.
7. Develop programs which reflect a field-centered approach to teacher training.

Research and Development

1. Contribute, through scholarly activities including basic and applied research, to the knowledge and base upon which the practice of the profession rests.
2. Continually improve teacher education through innovative and experimental programs through mainstreaming a dynamic state in program development that responds to formal evaluation, informal feedback, and changing times.
3. Develop competency outcomes that reflect a commitment to the concepts of a basic liberal arts education and the development of generic teaching skills.
4. Maintain a commitment to teaching as a systematic process involving behaviors such as diagnosing, prescribing, implementing, managing, and evaluating.
5. Continue to seek grants and outside funding that are related to its mission.

Staff Development

1. Combine whenever and wherever possible disciplines and instruction.
2. Identify appropriate areas for team teaching and/or interdisciplinary approaches to instruction.
3. Recognize the process of instruction to be as important as the content.
4. Continuously improve the quality of its own services through an effective staff development program.

APPENDIX D

GUIDE FOR STUDENT TEACHING

Oregon Association of
Colleges for Teacher Education

THE OREGON ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

On May 15, 1975, a Charter was adopted for the Oregon Association of Colleges for Teacher Education. Charter member institutions were: Eastern Oregon State College, George Fox College, Lewis and Clark College, Linfield College, Oregon College of Education, Oregon State University, Pacific University, Portland State University, Reed College, Southern Oregon State College, University of Oregon, University of Portland, Warner Pacific College, and Willamette University.

The purpose of OACTE is to provide the public and independent colleges and universities a base for considering common issues and problems, and for helping to coordinate teacher education activities in the state of Oregon.

The objectives of OACTE as stated in its Constitution are:

A. To establish an effective voice for teacher education institutions at the state level on matters of policy related to teacher education.

B. To establish an effective communication system between the national American Association of Colleges for Teacher Education and state units.

C. To provide a vehicle for teacher education institutions within a state to assist the national organization in:

   1. Developing and defining positions on issues of importance to teacher education.

   2. Coalescing support for national policy and activity.

   3. Supporting the programs and activities of the state associations.

D. To provide for the interaction of teacher institutions among themselves and with other organizations for the purpose of improving teacher education.

Current member institution representatives are:

Eastern Oregon State College, Dr. Harvey Bennett, Director, Teacher Education
George Fox College, Dr. Herman Hughes, Chairman, Department of Education
Lewis and Clark College, Dr. James Wallace, Chairman, Department of Education
Linfield College, Dr. Raymond Befus, Chairman, Department of Education
Oregon College of Education, Dr. Richard Walker, Dean, Public Education & Service
Oregon State University, Dr. Sylvia Tucker, Dean, School of Education
Pacific University, Dr. John Parker, Chairman, Department of Education (Treasurer)
Portland State University, Dr. Ron Petrie, Dean, School of Education (Pres.-Elect)
Reed College, Dr. John Weingartner, Director, Office of Graduate Studies
Southern Oregon State College, Dr. Bill A. Sampson, Director of T.E. (President)
University of Oregon, Dr. Robert D. Gilberts, Dean, College of Education
University of Portland, Dr. Ernest Hayes, Dean, School of Education
Warner Pacific College, Dr. Lou Foltz, Chairman, Department of Education
Willamette University, Dr. Wright Cowger, Chairman, Department of Education

ACKNOWLEDGEMENTS

The Oregon Association of Colleges for Teacher Education wishes to thank the individuals who made up its Student Teaching Task Force. Many hours of personal time and significant material resource went into the preparation of the Task Force Report. We feel the contribution to Teacher Education is significant.

The association would like to particularly acknowledge the contribution of the Task Force Chair, Mrs. Pat Fitzwater. Her leadership materially influenced the quality of the report.

Members of the Task Force and the agency or group they represented are listed below:

Helen Allen--Cooperating Teachers
William Alley--Oregon Education Association
Gary Burton--Confederation of Oregon School Administrators
Bruce Clere--Oregon Education Association
Daryl Corey--Teacher Standards and Practices Commission
Pat Fitzwater--Oregon School Boards Association (Chair)
Harold Mason--Oregon Association of Colleges for Teacher Education
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John Miller--Portland Public Schools
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Ted Ozawa--Higher Education
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Sheryl Wagner--Student
James Wallace--Oregon Association of Colleges for Teacher Education
Lee Wells--Oregon Department of Education
Carole Zimmerle--Oregon Education Association

PREFACE

This Guide for Student Teaching was prepared by a Task Force assembled by the Oregon Association of Colleges for Teacher Education. The Task Force included representatives of all equities in Student Teaching. The Guide is felt to be as nearly a consensus statement as could be derived at this time.

It is the intent of the Oregon Association of Colleges for Teacher Education to distribute this Guide in such a manner that all who have a decision to make in the area of student teaching may be aware of its contents. In this manner, we may encourage programs which meet optimum good practices.

One aspect of student teaching, payment of supervising teachers and/or contracting districts, was among the final considerations of the Task Force agenda. Because of the wide divergence of opinion, the wide range of current practice, and the restricted nature of teacher education budgets in institutions of higher education (more restricted in some than others), it seemed impossible to arrive at a workable recommendation. The Oregon Association of Colleges for Teacher Education feels this is an important element of a complete statement of guidelines and commits itself to continued effort to arrive at a consensus statement.

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INTENT OF FIELD EXPERIENCE IN TEACHER PREPARATION PROGRAM

Teacher education programs should provide students in training an opportunity, through supervised practice, to integrate theoretical knowledge about teaching, information on human behavior and learning, and knowledge from subject areas. The cooperative school provides the college student a setting in which to make this integration and to demonstrate competence as a prospective teacher.

DEFINITIONS

Assessment:	Activities designed to secure and organize information describing a student's performance.
College of University Supervisor:	A staff member of the college or university who is assigned to observe, critique, and guide the institution's students in the classroom.
Competence:	Demonstrated ability to perform the functions expected of a teacher holding a particular teaching position.
Contracting District:	A district formally contracting with a college or university to provide field experience programs for college and university students.
Cooperating School:	A school assisting the institution with the field experience phase of teacher education.
Evaluation:	The process of comparing the level at which a student or student teacher can perform at a given time to an agreed-upon standard.
• Formative	Evaluation carried out during student teaching that has as its purpose the improved performance of the prospective teacher.
• Summative	Evaluation carried out at the termination of student teaching that has as its purpose the overall appraisal of the effectiveness or quality of the performance of the prospective teacher.
Field Experience:	Activities of a prospective teacher in a school setting in which there is opportunity to relate knowledge to practice, and to develop and demonstrate competence as a prospective teacher.
Observation Cycle:	A process of assessment which uses the steps of a pre-observation conference with the student, observation, analysis and post-observation conference.

Performance Indicator:	Behavior, product, or established measure used to judge achievement.
Practicum Experience:	A form of field experience which provides concurrently for planned academic instruction and supervised laboratory experiences which may or may not involve practice in teaching.
Student Teacher:	A regularly enrolled student of an approved teacher education institution who is assigned to a cooperating school for a full-time field experience lasting a minimum of nine weeks.
Student Teaching Experience:	A form of field experience which provides for practice and demonstration of competence as a prospective teacher under the direction of experienced and qualified supervisors, one of whom is a practicing classroom teacher.
Supervising Teacher:	A qualified, regularly employed teacher selected to guide, critique, and supervise the classroom observation and teaching activities of a college student.

THE ROLE OF THE COLLEGE OR UNIVERSITY

Colleges and universities are expected to provide prospective teachers with a broad liberal arts background, knowledge of content in the area(s) in which students are preparing to teach, the teaching-learning theory necessary for successful application of that content in public school classrooms, and experiences in school settings which provide opportunity to relate knowledge to practice and to develop and demonstrate competence as prospective teachers. For college students to gain success in the classroom, the college, with contracting school districts, must implement a field experience program. This program needs to provide opportunity to practice and integrate under supervision the various components of the preparation program, and to demonstrate under supervision the level of competence needed as a teacher to be recommended for certification.

The Student Teacher

The student teaching experience allows for practice and the demonstration of competence in a field-setting under the direction of an experienced and qualified supervisor. The student teacher is expected to participate a full day, every day, during the student teaching experience. During the term the student teacher moves from an assisting role to a teaching role, with the supervising teacher providing support and direction to the classroom instructional activities.

The student teacher is:

- a person engaged in professional training whose behavior should reflect the expectations of that role;
- responsible to the supervising teacher in conducting classroom activities;
- expected to promote school standards and adhere to school policy;
- expected to consider as paramount the welfare and academic preparation of students.

Responsibilities:

1. Develop with the supervising teacher plans for the student teaching experience, including individual lessons, units of work, areas or degrees of class responsibility, and procedures for evaluation.
2. Establish workable and efficient methods for handling necessary routines, typically following those established by the supervising teacher.
3. Employ a variety of teaching strategies and techniques to make the classroom learning environment meaningful and effective.
4. Encourage evaluation by the supervising teacher of plans and performance for individual lessons and for longer periods of time.
5. Participate in the total school program, including extracurricular activities, inservice programs, and other staff development activities.

The College or University Supervisor

The preparation of a teacher is the joint responsibility of a college or university and cooperating school district. The college or university supervisor serves as a liaison between college faculty and school district personnel.

The college or university supervisor:

- provides supervising teachers and administrators an understanding of the institution's teacher education program;
- works jointly with the supervising teacher to define the role of the student teacher, the supervising teacher, the building administrator, and the college supervisor;
- works with the student to plan and develop a field experience suitable to the student's needs.

Responsibilities:

1. Provide copies of these guidelines to all involved parties.

2. Work with the supervising teacher and student teacher in planning and implementing the student's teaching experience.

3. Observe and evaluate student teacher performance on at least four occasions, and prepare written evaluations on at least two of these occasions.

4. Discuss the written evaluations with the supervising teacher and the student teacher.

5. Schedule a conference with the supervising teacher and the student teacher to evaluate the total student teaching experience.

6. Serve as a liaison between the college, the public schools, the supervising teacher, and the student teacher.

7. Consult with the supervising teacher, and if appropriate, the building administrator, in determining a student's final grade for student teaching and the recommendation for certification.

Qualifications:

A college supervisor shall have had at least two years of successful public school teaching experience and shall demonstrate:

1. Enthusiasm for teaching and a positive professional attitude toward teaching.

2. Ability to relate to and communicate with public school teachers and administrators.

3. Skills in evaluating the performance of prospective teachers, and in providing information on a student's performance to the student and to the supervising teacher.

4. Ability to accept constructive criticism.

5. Ability to adjust easily to changing situations.

THE ROLE OF THE COOPERATING SCHOOL DISTRICT

Districts contracting with a college or university to provide field experience programs for student teachers shall provide classroom settings where students are allowed to develop and demonstrate their competence as prospective students. School districts are to provide opportunities for students to observe and work with effective teachers and exemplary programs.

The Building Administrator

The role of the building administrator, or the administrator's designated representative, is to assume responsibility for all student teachers within his/her building. In accordance with school district policies, the administrator shall:

- assist in the selection of supervising teachers;
- assign student teachers to achieve maximum school and professional benefits

Responsibilities:

1. Orient student teachers to school philosophy, policies, regulations, and the building.
2. Work to establish positive relationships between the college supervisor and staff.
3. Inform the college supervisor promptly of rule infractions, serious school disruptions, and/or unsatisfactory performance by a student teacher.
4. Inform the college or university administration promptly of any infractions, disruptions, and/or unsatisfactory performance of the college supervisor.
5. Provide a favorable climate for optimum development of each student teacher.

The Supervising Teacher

The role of the supervising teacher is central in the professional development of a prospective teacher. By agreeing to assist in the training of student teachers, a supervising teacher assumes a vital responsibility in the teacher presentation program. When working with student teachers, the supervising teacher shall:

- provide an opportunity to observe effective teachers and exemplary programs

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- provide an opportunity to organize learning experiences so as to practice and integrate knowledge that has been acquired about teaching;
- provide an opportunity to interact with students and other professional staff.

Responsibilities:

1. Guide the student teacher in setting goals and objectives through cooperative teacher-student planning, in writing and revising lesson plans, in using a variety of teaching strategies, in measuring student growth, and in designing review and reteaching techniques.
2. Insure that student teachers progress from an assisting role to a primary teaching role, with the supervising teacher moving into a secondary, but always a supporting, role. Under no circumstances shall the student teacher relieve the supervising teacher for other duties.
3. Provide opportunities for the student teacher to demonstrate competence in performing the functions of a teacher.
4. Plan and implement a procedure for continuously evaluating the student teaching experience. A minimum of two written evaluations shall be discussed with the college supervisor and the student teacher.
5. Consult with the college supervisor and, if appropriate, the building administrator in determining a student's final grade for student teaching and the recommendation for certification.
6. Inform the building administrator promptly of any rule infractions, serious school disruptions, and/or unsatisfactory performance of the student teacher or college supervisor.

Selecting Supervising Teachers

Final selection of supervising teachers shall be made from a list of qualified applicants by the building administrator, a representative from the district administration, and the teacher education institution or as otherwise indicated in written policies of a contracting district. Supervising teachers shall have had at least two years of successful teaching experience, preferably within the district, and shall have demonstrated:

1. Competence as a teacher.
2. Willingness to accept student teachers.
3. Enthusiasm for teaching and a positive professional attitude toward teaching.

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4. Effective teaching strategies.

5. Ability to relate to and communicate with fellow teachers and others.

6. Skills in evaluating the performance of a prospective teacher, and in providing information about the student's performance to the student and the college supervisor.

7. Ability to adjust easily to changing situations.

8. Ability to accept constructive criticism.

9. Ability to work cooperatively and successfully with student teachers and the college supervisor.

EVALUATION GUIDELINES

Introduction:

Any evaluation process serves two important functions: One--provide information about the performance of the person being evaluated for others; two--provide information about performance for the person being evaluated. The procedure for carrying out the process may vary from institution to institution, but some common characteristics, steps, and responsibilities should be a part of any program.

Characteristics:

- All parties involved shall have a clear understanding of the process used by the institution and of their responsibilities in that process.
- The process should be structured so that both formative and summative evaluation takes place.
- The evaluation shall be based upon clearly identified goals and competencies.
- Written reports that summarize the results of evaluation shall be submitted at least twice during the student teaching experience to all parties involved, with the assurance that at least two formative evaluations have taken place in the procedure.
- The process shall be conducted in such a manner as to insure an equitable and constructive appraisal of performance.
- Supervisory personnel shall have demonstrated skills in carrying out the evaluation process.
- The procedures shall be evaluated to determine if they will produce an accurate evaluation, and are of service to the student teacher in terms of the acquisition of competence.
- If procedures need alteration or redefinition, the cooperating parties shall do so with appropriate modifications in subsequent evaluation and assessment activities.

Responsibilities:

Student Teacher	Understand goals and competencies upon which evaluation will be based.
	Be fully informed as to the evaluation process used by the institution.
	Take part in evaluation conferences.
Supervising Teacher	Be fully informed as to the evaluation process used by the institution placing the student teacher.
	Help determine goals, objectives, and indicators upon which assessment and evaluations will be based.
	Provide informal ongoing information related to goal attainment.
	Take part in evaluation conferences with the college supervisor and student teacher.
	Consult with the college supervisor and, if appropriate, the building administrator in determining a student's final grade for student teaching and the recommendation for certification.
	Write evaluations required by the institution.
	Provide other evaluative information deemed helpful or necessary to the student teacher and/or college supervisor.
College Supervisor	Provide full information and training to all parties (student teacher, principal, and teacher) as to the evaluation procedure used by the institution.
	Provide the supervising teacher and student teacher with possible goals, objectives, and indicators upon which the student teacher's performance is to be evaluated.
	Carry out at least four classroom observation cycles with the student teacher.
	Set up three-way evaluation conferences with the student teacher and supervising teacher at least two times during the term.
	Prepare written evaluations of the student teacher's performance at least twice.
	Be available for additional supervisory or evaluative assistance.

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Building Administrator	Be fully informed of evaluation procedures used by the institution placing the student teacher. Take part in an informal sharing of information that will assist the student teacher in achieving the goals set for the experience. Conduct classroom observations if administrator evaluations are to be prepared on the student teacher's classroom performance.

Procedural Steps:

The student teacher evaluation process shall include, but not be limited to, the following steps:

Defining the Role of the Student Teacher in the Classroom	The student teacher, the supervising teacher, and the university supervisor cooperatively determine and agree on the student teacher's major duties, how these are to be achieved, and when they are to be accomplished.
Determining Performance Assessment Procedures and Schedules	The student teacher, the supervising teacher, and the university supervisor consider competencies and performance indicators as provided by the university supervisor and modified as necessary.
Observing and Appraising	Care must be taken to insure that assessment and evaluation take place in as productive a manner as possible. The supervising teacher and the university supervisor should behave in ways which will assure that the student teacher will accept them as listeners, as helpers, and as impartial recorders of performance. Preassessment clarification and discussion should take place to assure such acceptance.
Post-Assessment Conferring	Three-way post-assessment conferences shall take place as often as possible. The purpose of such conferences is to share and analyze data, identify problems, identify areas of strength, and develop plans for utilizing strengths and coping with problems.

Procedural Stages:

The student teacher evaluation process shall include, but not be limited to, the following stages:

Assessment	Assessment is the determination of the effectiveness with which a student can perform. Such an assessment is usually achieved by observations, interviews, and conferences conducted in as non-threatening a manner as possible. Assessment is a continuous process, and forms the basis for evaluation (see ATTACHMENT I).

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Evaluation	Evaluation is the process of comparing the level at which a student can perform at a given time in relation to an agreed-upon standard or criterion. Evaluation occurs in an informal manner throughout the assessment period, and in written form at least twice during the student teaching experience (see ATTACHMENT II).
Summary of Teaching Competence	A report summarizing the level of teaching effectiveness (competence) demonstrated during student teaching needs to be prepared and placed in the prospective teacher's employment placement file (see ATTACHMENT III).

CONTRACTUAL ARRANGEMENTS

A contract must be established between an institution of higher education and the local district before student teachers are placed within the district for supervision. Contracts should be prepared in full awareness of the principles and procedures outlined in the Guide for Student Teaching, and should spell out the benefits supervising teachers and principals are to receive from the institution of higher education.

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ATTACHMENT I

AN ILLUSTRATIVE APPROACH TO THE ASSESSMENT OF TEACHING COMPETENCE

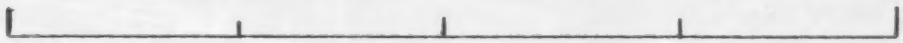
An assessment of teaching competence involves judgments about what a student is able to do in terms of competency indicators. Such indicators need to be stated in writing and in terms of observable behaviors.

Example

Competency #1: The ability to diagnose the intellectual capacities of learners.

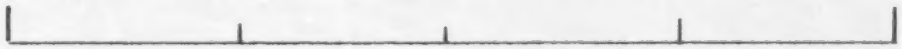
Indicators

1. Documents a pupil's general intellectual functioning in a variety of learning activities.



Documents — Does Not Document

2. Uses available school records to obtain information pertaining to a pupil's intellectual capacity.



Uses School Records — Does Not Use School Records

3. Administers tests to appraise a pupil's general intellectual capacity.

Uses Tests — Does Not Use Tests

Example

Competency #2: The ability to make use of learner feedback in pacing and modifying lesson activities.

Indicators

1. Redirects learning activities or changes emphasis to achieve learning objectives.

Redirect Or Change — Does Not Redirect Or Change

2. Adapts lesson activities in response to cues of pupil enthusiasm, apathy, or restlessness.

Adapts Lesson Activities — Does Not Adapt Lesson Activities

3. Adjusts tempo and type of pupil participation to accommodate individual differences in learners.

Adjusts tempo and Activities — Does Not Adjust Tempo and Activities

ATTACHMENT II

AN ILLUSTRATIVE FORM FOR THE EVALUATION OF TEACHING COMPETENCE

Student _____ Supervisor _____ Term _____

Code Levels of Competency

The following code is provided to designate differing levels of teaching effectiveness or competence. Upon completion of the student teaching experience, the prospective teacher will be considered competent if levels 3 and 4 have been reached in all identified competency areas.

Level 0 - No opportunity to observe or perform the task.

Level 1 - Has observed others performing the task.

Level 2 - Has performed the task under the direction of the supervising teacher.

Level 3 - Has independently performed the task to the supervising teacher's satisfaction.

Level 4 - Has performed the task to the satisfaction of all those involved in evaluating the student's performance.

Competency	LEVEL OF PERFORMANCE First Evaluation	Second Evaluation
1. DIAGNOSE THE INTELLECTUAL CAPACITIES OF LEARNERS	1. _____	1. _____
	2. _____	2. _____
	3. _____	3. _____
	4. _____	4. _____
	0. _____	0. _____

First Evaluation Comments:

Second Evaluation Comments:

2. USE LEARNER FEEDBACK IN PACING AND MODIFYING LESSON ACTIVITIES	1. _____	1. _____
	2. _____	2. _____
	3. _____	3. _____
	4. _____	4. _____
	0. _____	0. _____

First Evaluation Comments:

Second Evaluation Comments:

I have discussed this evaluation of my performance with both my college and school supervisors, and I AGREE _____ DO NOT AGREE _____ with it.
I AGREE _____ DO NOT AGREE _____ with it.

FIRST EVALUATION: _____ _____
Student's Signature Date

SECOND EVALUATION: _____ _____
Student's Signature Date

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ATTACHMENT III

AN ILLUSTRATIVE PLACEMENT FILE FORM
FOR THE DESCRIPTION OF TEACHING COMPETENCE

Candidate's Name: _____

This is a summary of the above-named teacher candidate's level of performance with respect to a number of teaching competencies. The code used to denote level of competence is:

Code Levels of Competency

Level 0 - No opportunity to perform in terms of levels 1-4 below.
Level 1 - Has observed others performing the task.
Level 2 - Has performed the task under the direction of the supervising teacher.
Level 3 - Has independently performed the task to the supervising teacher's satisfaction.
Level 4 - Has performed the task to the satisfaction of all those involved in evaluating the student's performance.

Competency Areas	Levels of Performance 0	1	2	3	4
1. Diagnoses the intellectual, emotional, and physical characteristics of the learner.	___	___	___	___	___
2. Specifies learning and teaching objectives in terms of observable pupil behavior.	___	___	___	___	___
3. Uses knowledge of subject matter (fundamental concepts and methodologies) to select and structure relevant learning for pupils.	___	___	___	___	___
4. Plans the sequence, structure, and organization of a variety of learning activities.	___	___	___	___	___
5. Implements teaching strategies that are consistent with learning objectives.	___	___	___	___	___
6. Uses measures of the classroom learning environment and behavioral change in pupils as criteria for evaluation.	___	___	___	___	___
7. Employs various techniques and control measures for managing learning and pupil behavior.	___	___	___	___	___
8. Functions effectively as an individual, as a group member, and as a facilitator of learning.	___	___	___	___	___
9. Collects and interprets data on progress toward becoming a self-analytical, self-directed individual who is developing a personal teaching style.	___	___	___	___	___
10. Exhibits openness to change as characterized by receptivity to constructive criticism, and a willingness to try alternative teaching behaviors.	___	___	___	___	___
11. Appraises professional and background experiences as a means to identify deficiencies and plan for growth.	___	___	___	___	___
12. Demonstrates ethical standards of conduct that are consistent with the professional responsibilities of educators.	___	___	___	___	___

Comments:

_____

_____

_____

College Supervisor:

Name: _____ _____ _____
(Please print) Signature Date

School Supervisor:

Name: _____ _____ _____
(Please print) Signature Date

Candidate: _____ _____
Signature Date

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APPENDIX E

OREGON DEPARTMENT OF EDUCATION
Resources

FILMS:

Chris and Bernie

Joyce at 34

We Are Women

Anything They Want To Be

I Is For Important

Changing Images

Sometimes I Wonder Who I Am

Who Remembers Mama?

PRINTED MATERIALS:

Title IX of the Education Amendments of 1972--A Summary of the Implementing Program

Before the Liberated Man: Questionnaire on Feelings Toward Women and Masculinity

How Sex Bias Hurts Men--or, Men Are People Too!

A Checklist for Evaluating Materials

Anyone's Guide to Filing a Title IX Complaint

Stereotyping in Tests and Measurement

Summary of the Regulation for Title IX Education Amendments of 1972

Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications

Implementing Title IC and Attaining Sex Equity: Conditions for Change

Resources on Eliminating Sex-Role Stereotyping in Vocational Education

Suggested Personnel Policy Guidelines for School Districts: Equal Opportunities in Education--Instruction and Employment

An Equal Chance, A Parent's Introduction to Sex Fairness in Vocational Education

INTERINSTITUTIONAL CONSORTIUM FOR CAREER EDUCATION
Resources

Staff Awareness (Racial, Socioeconomic, Sex Stereotypes Limit Career Potential) The Ohio State University, 1973, 81 pages.

Women's Educational Equity Act Program, Annual Report, September, 1978. 97 pages.

Sex Stereotyping and Occupational Aspiration, An Annotated Bibliography. The Center for Vocational Education, 1975, 43 pages.

Sex Equality in School, American Association of School Administrators, April, 1975, 25 pages.

Sex Discrimination in the Selection of School District Administrators: What Can Be Done? National Institute of Education, December, 1976, 65 pages.

Implementing Title IX and Attaining Sex Equity in Education, Participant's Handbook. Council of Chief State Officers, September, 1977, 100 pages.

Sex Fairness in Career Guidance, A Learning Kit. Abt Associates, Inc., April, 1975, 265 pages.

Career Education, Career Guidance and Occupational Competence. University of Wisconsin, 1978.

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